

With this idea in mind, we have tried to meet all the teachers of a district at a teachers' meeting before giving any lectures in the school. It has seemed better to meet the teachers district by district, rather than in the larger institute or grade meetings, because where there are only fifteen or twenty present a general discussion often follows the lecture, and there is much more freedom than in the larger assemblies. Then, too, members of the school board often attend the meeting and discuss our work and also school hygiene.

We tell the teachers just what we are trying to do, go over the ground we expect to cover in our school lecture, and try to emphasise the value of fresh air and sunshine, and the fact that a well-ventilated schoolroom is the best object lesson of this value. We speak of the best ways to sweep and dust, and the absolute necessity of damp sweeping and dusting in the schoolroom. We mention the fact that the public school teacher often moulds the character of her pupil more than any other factor in his life, and that she can do much to teach the love of municipal cleanliness and the laws which make for it. The teachers are, as a rule, alive to the fact that a more general knowledge of preventive measures will do much to stamp out tuberculosis.

After meeting the teachers we talk to the children of the district. In the high schools the lectures were given at the general assemblies, where the number of pupils ranged from three hundred to one thousand, but, aside from them, it seemed best to speak to the children in their schoolrooms. There is less confusion and greater freedom if each child is at his own desk, and the decided break in the day's routine tends to make the child remember what is said.

The subject matter of the lectures remains practically the same in all grades, and they are given to all pupils above the third grade, but the manner of presenting the lectures differs in different grades and localities. One may speak quite plainly to a group of children from a mill district of the way infection may be spread by a careless consumptive, but in some of the residence districts the subject has to be approached more carefully. To introduce the matter too abruptly is often to antagonise the pupils, and we have found that to designate the lecture "Preventive Medicine" rather than "Tuberculosis" gains closer attention.

An outline of a typical talk would be something as follows:—

PREVENTIVE MEDICINE.

Examples:—Vaccination to prevent smallpox;

and boiling impure water to prevent typhoid.

TUBERCULOSIS.

- A. Cause—Tubercle bacillus.
 1. Where found.
 2. Portals of entry.
 3. Predisposing factors.
- B. Prevention.—Healthy bodies.
 1. A simple rule of hygiene.
 2. Necessity of a pure milk supply.
 3. Disposal of sputum.
 4. Enforcement of anti-spitting laws.
 5. Disinfection of homes.
 6. Best ways of sweeping and dusting.
 7. Laws which make for a healthier city.
 8. Dangers in the use of patent medicines.
 9. Phetesiophobia—the harm it does.

In teaching we try to build on what the child already knows, and the value of the talks is greatly increased by the teachers keeping the children interested in the subject, and by giving them the cardboard folders with instructions to read them carefully and pass them on, and by urging them to repeat at home what they have learned.

The literature consists of two pamphlets—one the cardboard folder published by the Tuberculosis Committee of the Charity Organisation Society of New York, entitled, "Don't give Consumption to Others, Don't let Others give Consumption to You." This has a list of the free dispensaries for treatment of tuberculosis in the city, and many patients have been induced to enter dispensary classes through it. The other pamphlet is especially for teachers, and is on the cause, prevention, and cure of tuberculosis. It has on its inner cover a partial list of the sanatoria in Pennsylvania.

We have five travelling exhibits distributed among the schools. Each one consists of a collapsible wooden frame and easel, canvas to cover the frame, and two wooden boxes, each holding twenty pictures. The pictures were chosen with the idea of showing, as graphically as possible, cause, prevention, and cure of tuberculosis. Since each exhibit is changed weekly to another school, the expense of having an express man to do the carrying would prove great, and the one described obviates this. The frame and easel are taken apart and rolled up in the canvas, the whole making a compact bundle which one man can easily carry. The pictures are packed in the boxes, and two of our hospital patients carry the exhibit from school to school and set it up.

We began the school work January 13th, 1908, and finished June 6th, 1908. During that time we covered twenty districts, speaking in about 250 rooms, and reaching over 10,000 children. Aside from the regular

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